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ABSTRACT

"Families of the World," a series of five, thirty minute television programs designed for elementary children, was produced by the Japanese Broadcasting Company and UNICEF. The programs document the changing role of the family by depicting every day family life in five representative countries throughout the developing world: India, Zambia, Thailand, Turkey, and Costa Rica. The students are presented with the commonality of familial responsibility and the diversity of family structure throughout the series. Each program focuses on the place of the children in the family, the smallest fundamental and universal social unit. The impact of new ideas and values of family life, as well as the strength of traditional patterns, is explored. Each section of the document, arranged in similar format, includes a list of concepts to be discussed, several instructional objectives, and suggested teacher strategies. The series is available for duplication onto slant track video tape, and is available in either black and white or color photography. Further information can be obtained from the New York State Education Department, Bureau of Mass Communications. (Author/OPH)

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FAMILIES
of the world

NHK (Japanese Broadcasting Company)
UNICEF
New York State Education Department

SO 006 119

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FAMILIES OF THE WORLD

A series of five television programs for elementary students.

Produced by

NHK (Japanese Broadcasting Company)
UNICEF
New York State Education Department

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF MASS COMMUNICATIONS
ALBANY, NEW YORK 12224

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FOREWORD

FAMILIES OF THE WORLD was produced by the NHK, the Japanese Broadcasting Company, in cooperation with UNICEF. These programs document the changing role of the family in five representative countries throughout the developing world. Each program focuses on the place of children in the family, the smallest fundamental and universal social unit. The impact of new ideas and values on family life, as well as the strength of traditional patterns, is explored.

For the first time, FAMILIES OF THE WORLD is made available in an English version by the New York State Education Department. The soundtracks have been translated and completely revised for a more exciting and meaningful experience for American viewers. The content has been designed to harmonize with current trends in social studies teaching.

FAMILIES OF THE WORLD is available at no cost to all public television stations, closed circuit and 2500 megahertz installations and community antenna systems serving the schools of New York State.

The series is also available for duplication onto slant track video tape. Information on this latter availability may be obtained from the State Education Department.

The teacher guide was written by Owen Colfer, teacher at the Westmere Elementary School, Guilderland, New York. The program soundtracks were written by Edward King, Visual and Radio Services, UNICEF. Review of all content was supervised by Donald Bragaw, Chief, Bureau of Social Studies Education with the valuable assistanceof Loretta Carney, Jacob I. Hotchkiss and Kenneth E. Wade, associates in social studies education. The guide was prepared for

publication by William Hetzer, associate in educational television. Photographs are through the courtesy of UNICEF.

Bernarr Cooper
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FAMILIES OF THE WORLD

Each program is 30 minutes in length. All programs are available in color or black and white.

FAMILIES OF THE WORLD

Introduction

Mother - Father - Brother - Sister - Family. These are words students can readily define. However these definitions are limited in scope to their own interrelationship with the family of which they are a part. The "Family of the World" series, produced by NHK in association with UNICEF, attempts to broaden the students' understanding of what a family is and does, by depicting the daily family life in different countries across the globe (Costa Rica, India, Thailand, Turkey, Zambia). The students are presented with the commonality of familial responsibility and the diversity of family structure throughout the series.

By presenting the daily life of different families, the series goes far beyond the consideration of just the understanding of family life itself. Multiple factors converge upon individual family lives making them the focal point of numerous possible studies. This guide will attempt to present several alternative

methods of utilizing the learning potential in each video tape. Further, this guide will suggest the possible use of each video tape as a case study approach to a specific learning situation. It is hoped that the individual teacher will decide the particular learning strategies necessary to achieve his or her own instructional objectives.

Relation of the Series to Curriculum

In both the primary and intermediate grade New York State Social Studies Curriculum, it is stated that "the intent in a modern social studies program is to help the children develop understandings as to how and why people live as they do in our own and other cultures." This video tape series is aimed at the crux of such a statement. A student views his own family through the diversity of other family types, and sees other families in relation to his own family. It is also stated that the approach to teaching social studies should be "interdisciplinary in organization." This series uses the family as the focal point for understanding the effect of various forces upon

individuals in a society. Interrelationships between people and between forces and people make an interdisciplinary approach a necessity for utilizing the series.

The following chart describes the most specific relationships between the use of the individual video tapes and appropriate sections of the N.Y.S. primary and intermediate social studies curriculum. It should be stressed that individual teacher-use need never be bound by these suggested guidelines as they are merely indications of possible areas of usage. Later in this guide, the series will be considered both as a unit in itself and as individual programs aimed at a case study approach.

The Series as a Social Studies Unit

There are several constant threads that unify the series beyond the obvious link of the word "family." Several of these constants will be looked at as approaches to handling the series as a whole entity. The series will then be broken down into its component parts and looked at as possible individual studies for

SPECIFIC RELATIONSHIP OF THE SERIES
TO THE N.Y.S. PRIMARY AND INTERMEDIATE CURRICULUM

Grade	Curriculum Location	Specific Selection	Rationale
3	Selva Communities (S.C.) Econ. Org. 2	Costa Rica	A study of a one crop (coffee) economy
	S.C. Econ. Org. 3	Thailand	A look at fishing as an economic factor in Southeast Asia
	Grassland Communities Soc. Org. 1 2 Econ. Org. 1 2	Turkey	A contrast in curriculum by presenting a "semideveloped" area
		All	A basic introduction to economic and social organization
5	United States Soc. Org. 2	Turkey	Shows the effect of religion on another culture
	United States	All	Gives insight into what is needed to be learned in a society
	Latin America Soc. Org. 4 Econ. Org. 1 2 4 5 6	Costa Rica	Presents all aspects of daily life in Latin America
		All	A basic introduction to economic and social organization
6	Middle East Geog. Overview 4 Soc. Org. 1 2 3 Econ. Org. 1 4	Turkey	Presents all aspects of daily life in a Moslem community
	Patriotic Citizenship	All	The role of UNICEF in aiding the people in each community is shown
		All	A basic introduction to economic and social organization

POTENTIAL ADAPTATIONS OF THE SERIES TO THE CURRICULUM

Grade	Curriculum Location	Specific Selection	Rationale
K	Soc. Org. 1 2	All	Demonstrates the family as the basic unit of society
	Econ. Org. 1 2	Thailand	Centers on role identification of family members
1	Soc. Org. 1 3 Econ. Org. 2	India Turkey	Presents a self-sufficient household
	Econ. Org. 2	Costa Rica	Model of a one-crop farm
	Econ. Org. 3	Zambia	An evolutionary example of specialization of labor
2	Soc. Org. 1 3	Turkey	A tight-knit community structure is very evident Strong religious influences dominate family action
4	People and Leaders 6	Zambia	Shows the initial impact of technology on a society
	People and Leaders 9	All	Gives insight into what is needed to be learned by the people in a country

dealing with particular questions. The choice as to utilization of one of these techniques or a combination of the two is the individual teacher's prerogative.

Geography

Each of the video tapes is set in a different country on the globe. Students should be able to locate this country. The students should be aware of the country's climatic conditions, topographical features, and its spatial relationship to surrounding land bodies and water bodies.

Basic Questions:

What affect does geography have upon what people do for a living?

What affect does geography have upon a people's life style?

Before Viewing:

--Set up a class chart listing along one border the countries of the series. Along the other border list the geographical data headings desired. Have the students locate the particular country, and have them suggest what the data will be. Have them compare their expectations with fact.

--Have the students prepare in both written and pictorial form a bulletin board or scrapbook of what they believe the life style of the people is. Compare these with the actual facts after viewing.

--Different students can be assigned to create transparency maps of the country to be viewed. Each will be a different special purpose map (e.g., demographic, resource, rainfall, etc.). The completed maps can be used as overlays to determine the relationship of the different items to each other.

Family Life

Each video tape centers on a particular family, but each family is vastly different from the rest in many aspects. These differences are easily discerned and accounted for, but the commonality of the family structure should be recognized in the responsibilities of the family members to each other.

Basic Questions:

What is a family?

Are there universal roles assumed by family members?

After Viewing:

--Compare the role of their parents with the role of the parents in the tape, focusing on, "Why do parents work?"

--Compare the chores and duties they do at home with those performed by the children in the tape, focusing on, "How are children's chores similar?"

--Compare the students leisure time activity with that of the family in the tape, focusing on, "How do people spend their free time?"

--Have selected children assume the roles of different characters from the tape, and have them resolve some teacher-suggested problem in a brief skit. Have them face a similar problem as an "American family."

--Have the students set up a bulletin board comparing family life "here" and "there" using pictures of each family in leisure time activities, on the job, etc.

Tradition

The "rules of the game" (or, tradition) in the life of each of the families are well delineated, often

conflicting with or differing greatly from those of the rest of the world. The student must realize that, for better or worse, these families and his own are part of the world. Religion is an integral part (and often the most significant aspect) of the ordered pattern of life we call tradition. An effort to link the student's understanding of his own customs to the seemingly unusual ones found in the series is a necessity if the student is to see other traditions as more than strange movements and noises by strange people.

Basic Questions:

Why do people hold on to traditions and customs?

What causes traditions and customs to change?

How does religion support traditional ways?

Before Viewing:

--Introduce a tradition-oriented song or poem (e.g., "Tradition" from the musical "Fiddler on the Roof") and direct an investigation into how tradition gives people an order and a meaning for living a difficult life.

After Viewing:

--Have the students list all the traditions and

customs they see in the tape and, upon the tapes conclusion, discuss the questions: "Which of these traditions and customs seem similar to ours?" "Which are different?" and "Which of our traditions and customs would seem different to the characters on the video tape?"

Education

Students should realize that the education of a person is not solely a function of the school. Each of the video tapes makes a point of demonstrating in the country shown that formal education is secondary to learning to exist in one's own environment.

Basic Questions:

What should people learn about?

In what different ways do people learn?

What should be taught in schools?

Before Viewing:

--Have the students write down what they thought the school age character was going to be as an adult and what things they need to learn in order to do this. Have the students suggest what they will be and how

they will learn the necessary things for this.

--Attempt to give a short lesson in some vital learning needed by the character in the tape (e.g., milking a goat) and then ask if this is vital for students to learn.

--Have each student give an oral report on something he has learned outside the schoolroom that he feels most of the other students would not know about.

Economics

The logistics of human production, distribution, and consumption can be seen in a most intimate manner in the lives of the families in this series. The close-to-life realities of economics are presented in these video tapes. Very basic forms of labor division and simple barter practices provide a telling introduction to the study of economics.

Basic Questions:

Why do people do the particular job that they do?

In what ways do products get from one person to another?

What effect do machines have upon the work people do?

Before Viewing:

--Introduce some of the basic terms in economics by having the students scout out their definitions in a dictionary and then describe some example of each that they might know about.

After Viewing:

--Have the students set up a marketplace for the country that was viewed, displaying the products that would be found there and indicating how the products came to be part of the marketplace.

--Have the students discuss ways in which the economy in question could be improved.

--Using the bulletin board, have the students contrast the items necessary for life "here" to the items "there" in the country that is being studied.

Introduction to Case Study Approach in the Series

Having looked at the "Families of the World" series as individual programs which could be utilized in direct conjunction with specific areas of the curriculum or as a possible complete unit unto itself, the teacher can now consider the individual programs in

the format of a case study to emphasize a particularly unique aspect within each video tape.

1. INDIA

India - A study of traditional values in conflict with necessary change.

Concepts: cultural lag demography extended family family planning

Instructional Objective - The student will demonstrate his understanding of an extended family by creating an artificial extended family group.

Teacher Strategy

A) Before viewing the tape, have the students look up the word "extended" in the dictionary and have them offer explanations as to what an "extended family" might mean.

B) After discussion of the term "extended family," have the students list all of their paternal relatives on a sheet of paper. On a separate sheet they are to produce a diagram of their home or apartment. Have the students assign these extended family members to living space on their map. The students are to determine, themselves, who would

be assigned to particular locations. Discuss who has the best spot and why he or she got it.

Instructional Objective - The students will be able to demonstrate an understanding of the difficulties of an extended family in a modern community by applying their family situation to the one seen in the video tape.

Teacher Strategy

Have the students describe a day in extended family life at their home.

--Who is the head of the family?

--Who will prepare meals and keep house?

--If the children aren't in school, who is responsible for them?

--Who goes to work, and how is the money divided among family members?

--Would such a family life be practical?

Instructional Objective - The student will be able to demonstrate his understanding of the purposes of an extended family by citing specific examples in the video tape.

Teacher Strategy

After viewing the video tape, discuss with the students why Namedo's family is so large.

--How did having many children protect a family from dying out?

--Do you think many people are needed to run the type of farm Namedo's family owns?

--How is the extended family strengthened by Ramchandra's village wrestling victory?

Instructional Objective - The student will demonstrate his understanding of the changes that can affect the extended family structure by offering definite purposes for the establishment of a new family structure.

Teacher Strategy

Discuss with the students whether the extended family will last in India.

--Why was the Health Centre running a play of family planning? How is this play likely to be received by the members of Namedo's family?

--Do you think the young wives would continue

this type of life if they had contact with the outside world? How might they get such contact?

--What does Namedo want to become as a grownup? How might this desire change in the next few years? If it did change, could he remain in the family to pursue a different career?

2. ZAMBIA

Zambia - A study of the affect of elementary economic and technological change upon an isolated culture.

Concepts: assimilation culture industry
"outside world" technology

Instructional Objective - The student will demonstrate his understanding of the meaning of assimilation of culture by citing specific examples in the video tape where the Chisians have assumed artifacts and ideas from the "outside world."

Teacher Strategy

A) Before the video tape, have the students draw pictures of the clothing they believe the Chisians will be wearing. After they view the tape, have them compare their pictures to what they saw on the tape.

--Which of the two (Father Mapili or Mother Mapili) wore the type of clothing closest to what they expected?

--Why do you think there are two so different styles of clothes in Chisi?

B) Have the students review the tape and list all the things or ideas which are "new" to the Chisian culture. Have them apply illustrations to the items they have listed to use as a bulletin board display.

Instructional Objective - The student will demonstrate his understanding of the capacity of technology to alter a people's way of life by citing specific examples of its effects shown in the video tape and by proposing additional alterations of life through new technology.

Teacher Strategy

Use the illustrations of the "new" tools as a center for discussions on how these implements have changed Chisian life.

--Which one of these tools enabled Father Mapili

to become the richest man on the island?

--"But what will happen to Father Mapili and his family if a trader were to find that he could profitably sell ready made clothes on the island?"

--If Father Mapili has the first bike on the island, do you think he will want the first car?

--What items from your kitchen might help Mother Mapili prepare dinner?

--Do you think a supermarket on the island would be used by Mother Mapili?

--How will improved health services alter the Chisian way of life?

Instructional Objective - The student will demonstrate his ability to recognize the alteration of ideas in assimilation from one culture to another by describing the reactions of himself and a Chisian to a basic concept.

Teacher Strategy

Use a recording of the African Mass, or "Missa Luba,"

and an American recording of church music to introduce a discussion of the comparison of religious services in Chisi with an American service.

--What kind of religion do you think the Chisians had before the missionaries came? Why did they convert?

--What do you think a Chisi believes God looks like? What do you believe God looks like?

3. THAILAND

Thailand - A study of the functioning roles and responsibilities in a small fishing village.

Concepts: familial interdependence nuclear family progress role

Instructional Objective - The student will demonstrate his understanding of the universality of familial interdependency by identifying the chores and tasks of the characters in the video tape and evaluating them in relation to his own family situation.

Teacher Strategy

A) Prepare a bulletin board of figures representing the characters of the video tape. Have the students select characters to concentrate on while viewing. Have them list all the chores and duties of their character. Have them prepare a report on who in their family is most similar to the character they choose, and why this is so.

B) Have selected students perform a skit about daily chores acted out as an American family and then as a Thai family.

Instructional Objective - The student will demonstrate his understanding of the respect and affection necessary for effective familial interdependency by citing specific examples of these in the video tape.

Teacher Strategy

A) Discuss with the students the fact that "Father Brakob is a man of few words" and yet he tells us often in the video tape what he thinks of Montry, his son.

--How does Father Brakob teach Montry how to fish? Is there a similarity between this method and the way in which Montry teaches him to read and write?

--Why did Father Brakob want Montry to go with him to look at the new motor?

--What do you think Father Brakob said to Somkit when he swam out to the returning boat?

B) Have the students recall the family lunches that often occur in the village marketplace, and then have them construct a dialog that might occur between Mother Brakob and another Thai mother.

Instructional Objective - The student will be able to demonstrate his understanding of the flexibility of family structures by estimating how changing surroundings might alter the life of the video tape character.

Teacher Strategy

A) Discuss the question: "As more and more children go to school, do you think they will be content to live the simple village life of their mothers and fathers?"

B) Have students prepare reports on the family life of their own parents when the parents were children. How does the earlier family life differ from that of today?

4. TURKEY

Turkey - A study of the affect of religious beliefs upon the life style of a community.

Concepts: fasting Islam Koran monotheism Mosque religious doctrine

Instructional Objective - The student will be able to demonstrate the basic tenets of Islam that are common to Western religious traditions by comparing specific examples in the video tape to common American customs.

Teacher Strategy

A) Prepare a bulletin board around a Western religions "tree" with Judaism as the roots and Christianity and Islam as diverging trunks. Have the students use reference material to obtain the basic tenets of Islam.

--Do each of these religions have a basic book that is the main guide for their introduction?

--Do each of these religions deal with human behavior?

--How are Christ and Mohammed both looked upon as messengers of God in the eyes of their respective followers? How is Jesus regarded by Moslems; how is Mohammed regarded by Christians and Jews?

B) After viewing the video tape, have the students locate a reproduction of the painting, "The Angelus Bell" by Jean Francoise Millet (the hands to noon-day prayer). Discussion of the painting will be aided by the following questions:

--Who do you think the people are?

--What are the people in the painting doing?

--Why do you think it is called the Angelus Bell?

--Is this old custom similar to any you saw in the tape? How is it different?

C) Discuss the fast of Ramadan with the students, pointing out its similarity to Western religious tradition.

--How is Lent or Yom Kippur similar to Ramadan?

--Why do you think people fast from eating in these three customs?

Instructional Objective - The student will be able to demonstrate his understanding of how religion can influence a people's style of life by citing specific examples of its influence in the characters in the video tape.

Teacher Strategy

Discuss with the students the influence of religion upon the characters' behavior in the tape.

--Why do the women sit at the back of the Mosque? Does this tell you anything of their place in life? Can you show examples of how this is shown in the video tape?

--"Do you think such a community would be eager for rapid changes in their way of life?"

Instructional Objective - The student will be able to demonstrate his understanding of the factors that can influence change in religious beliefs by citing specific examples from the video tape where attitudes have been altered.

Teacher Strategy

Discuss with the students the way in which even

the strictest religious beliefs may be altered by outside forces.

--Why are there no young men in the village? Do you think they fast at Ramadan?

--Why do you think women no longer have to cover their faces in public? Will they ever move up to the front of the Mosque?

--What do you think the future holds for children who grow up in the village?

5. COSTA RICA

Costa Rica - A study of the effects of a one-crop economy upon a family and their life style.

Concepts: cash crop economy plantation world trade standard of living supply and demand

Instructional Objective - The student will demonstrate his understanding of the basic economic principle of supply and demand by evaluating the effect of climate and consumption factors upon the price of coffee.

Teacher Strategy

Before viewing the tape, divide the class into two groups and have one group bring in coffee cans to determine where coffee is grown. Have the students suggest the climatic conditions necessary for coffee growth. The students will then check their predictions in available reference material. The second group will collect opinions from coffee drinkers on why they drink it and under what conditions they would cease drinking it. Have the groups discuss their findings, and

question them on how the price of coffee could be affected.

--What conditions could cause a bad harvest? Would this make prices go up or down?

--Why might people stop drinking coffee? What would this do to coffee prices?

--If you owned a farm that grew only coffee, what would you do to protect yourself from a bad harvest? From a decline in coffee drinking? If you couldn't, what would happen to you?

Instructional Objective - The student will demonstrate his understanding of the vital role of a product in a one-crop economy by evaluating its effects upon the country in the video tape.

Teacher Strategy

After viewing the video tape, have the students discuss the question, "If the prices of these crops (coffee and bananas) are low or there is a bad harvest, what would the effect be on the country's economy?"

--Is America dependent on one product or crop?

--What type of countries are dependent on one product, crop, or industry?

--Is this a risky way to make a living for the people in that country?

Instructional Objective - The student will demonstrate his understanding of the role economics plays in developing a person's way of life by identifying specific examples of the influence of coffee upon the lives of the characters in the video tape.

Teacher Strategy

A) Before viewing the tape, ask the students to take special note of the home that they will be seeing. After viewing, have the students list all those items they think they need which the home in the tape did not have.

B) Discuss the goods and services the students believe the characters would not have access to.

--Why doesn't the owner live on the plantation? What kind of home do you think he lives in?

--Do you suppose the boys (Vargas children) are dreaming of someday driving a real car like

the owners? Do you think they ever will?

--Would you want to eat dinner at the Vargas' house every night?

--What do you think the family does for entertainment when there is no harvest fiesta? What do you do for entertainment?

C) The economic factors of the growing season directly affect the organization of the characters' daily activity.

--Why were the Vargas' children not in school at harvest time? Do you work on your holidays from school? What kinds of work do you do?

--Why has only one of the children attempted to finish school?

--How was Father Gabriel like a foreman and father to his sons?

--Why do you think the festival of Santa Barbara comes at harvest time? Are there any American holidays like this?

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